

## **CHAPTER IV**

### **FINDINGS**

This chapter presents the findings related to the research questions. The findings are gotten from data collected to answer the research problem and discussion to make the finding relevant with the theory.

#### **A. Research Finding**

In this study, there are three themes within the case; (1) the teachers' preparation for English Conversation at Al Mawaddah 2 Islamic Boarding School; (2) the implementation of English Conversation at Al Mawaddah 2 Islamic Boarding School; and (3) the teachers' evaluation of English Conversation at Al Mawaddah 2 Islamic Boarding School. The following sections explain each theme in detail. In each section, interview transcripts and documents are combined and triangulated to better understand the issues.

##### **1. The Teachers' Preparation for English Conversation Program**

The first research question in this study seeks to investigate the teachers' preparation in implementing English Conversation program. To begin with, English Conversation program is a program established by Al Mawaddah 2 Islamic Boarding School. To implement this program effectively, teachers have to create lesson plan. The lesson plan is called English Lesson Plan. This is evident in the teacher's response,

*“Untuk mempersiapkan materi-materi terkait English Conversation, pihak pondok sudah mempersiapkan RPP dan syllabus. Kalau dipondok Al Mawaddah 2 disebut dengan English lesson.”* [To prepare materials related to English conversation, the boarding school has organized lesson plan and

syllabus. In *Al Mawaddah*, the lesson plan and syllabus are called English lesson]. (I/Teacher)

The form of lesson plan is simple. It is only written in a sheet of paper. The policy of making simple lesson plan is in line with the government's regulation, even the boarding school has implemented one-sheet lesson plan in advance. The administrator of the boarding house reveals,

*“Mempersiapkan RPP atau pondok menyebutnya dengan English lesson. RPP tersebut .Cuma 1 lembar saja, jadi sebelum Menteri Pendidikan kita menerapkan RPP 1 lembar, pihak pondok sudah memakai system ini terlebih dahulu...”* [(To implement English Conversation program) we create lesson plan; the boarding school calls it English lesson. The lesson plan is only one sheet; so, before the Ministry of Education implements one-sheet lesson plan, the boarding school has applied it in advance]. (I/Administrator)

As revealed by the administrator, creating lesson plan is the preliminary step of implementing English Conversation program. The content of lesson plan focuses on vocabulary and sentences. It covers some aspects such as date of lesson, class, sample of words, meaning of the words, and example of sentences (Doc/LP).

In creating the lesson plan, the boarding school always starts with vocabulary. To prepare the lesson, the boarding school empowers the Student Organization (OSWAH: *Organisasi Santriwati Pondok Al Mawaddah*) in arranging vocabulary practice. The administrator explains,

*“Materi vocab sudah dipersiapkan terlebih dahulu oleh pihak OSIS Pondok (bidang kebahasaan), jadi mereka bertugas menyusun apa-apa saja kata (vocab) yang nanti akan diajarkan kepada para santri untuk seminggu kedepan”* [Vocabulary materials have been prepared by OSWAH (language

department), so their duty is to prepare vocabularies that will be taught to the students during a week]. (I/Administrator).

Prior to teaching the vocabulary, OSWAH must consult with the teachers to make sure the vocabulary is appropriate for the students. The administrator makes clear,

*“Tugas OSIS/ OSWAH yaitu menyusun vocab dan mengajukannya kepada ustadzah untuk di check kira-kira materi ini layak diberikan kepada santri apa tidak,”* [OSIS/OSWAH’s duty is to arrange vocabulary and consult with the teachers to check whether the vocabulary is suitable for students] (I/Administrator).

To illustrate, the following table is the sample of English Lesson plan created by the students in OSWAH.

Table 4.1. English Lesson Plan for Class 1 (Grade 7 of Junior High School)

DATE	CLASS	WORD	MEANING	SENTENCES
Feb. 3 , 2020	1	Beautiful	Cantik	She is beautiful
Feb. 4, 2020	1	Kitchen	Dapur	My mother is cooking in the kitchen
Feb. 5, 2020	1	Plate	Piring	I wash my plate
Feb. 6, 2020	1	Knife	Pisau	You cut the cucumber with knife
Feb. 7, 2020	1	Fork	Garpu	We eat the meat with the fork
Feb.8, 2020	1	Spoon	Sendok	I buy new spoon
Feb. 9, 2020	1	Dining room	Ruangmakan	I go to dining room

As depicted in Table 4.1, the lesson plan mainly concentrates on vocabulary and its application in sentences. The lesson plan above is created by OSWAH and consulted with the teachers. The organization is in charge of helping the teachers selecting vocabulary that will be taught to the students during a week. As what the table shows, the lesson plan was designed for one-week English lesson, starting from February 3, 2020, until February 9, 2020. In addition to vocabulary, the

students were taught how to apply the words in the correct sentences. With regard to this, one of the OSWAH members clarifies,

*“OSWAH membantu mempersiapkan materi guna terlaksananya English Conversation diantaranya menyusun kosa kata yang akan diberikan kepada santri selama kurun waktu 1 minggu,”* [OSWAH helps prepare the materials for English Conversation including selecting vocabulary that will be given for one week to *the* students] (I/Student).

In addition to facilitating the vocabulary practice, OSWAH is also in charge of monitoring the students' English use. One of the members of OSWAH states,

*“OSWAH membantu menegakkan bahasa santri, menertibkannya dan membenarkan bahasa yang salah”* [OSWAH helps to maintain, discipline, and correct the students' language use]. (I/Student)

Regarding the resources of English materials, *Al Mawaddah 2* Islamic Boarding School adapts the master book. The book consists of three materials, namely wisewords, vocabularies, and common expressions (Doc/LR). Table 4.2 shows the sample of English materials taken from the master book.

Table 4.2. Sample of English Materials in the Master Book

Vocabulary	Wise Words	Common Expressions
Dining Room = <i>RuangMakan</i> “I go to dining room to take my breakfast.”	Allah is the Greatest = <i>Allah MahaBesar</i>	I have not eaten yet = <i>Akubelummakannich</i>
Kitchen = <i>Dapur</i> “My mother is cooking rice in the kitchen.”	Good willing = <i>Semoga Allah menghendaki</i>	Never do such a thing = <i>Jangangitudonk</i>
Plate = <i>Piring</i> “I wash my plate after having my breakfast.”	Praises be to Allah = <i>Segalapujibagi Allah</i>	Give me a hand please = <i>Tolonginaku dong</i>
Spoon = <i>Sendok</i> “I buy the new spoon at Students Cooperation Section.”	I ask the forgiveness of Allah = <i>Akumemohonampunk kepada Allah</i>	I said you have to come = <i>Pokoknyakamu harus datang</i>
Knife = <i>Pisau</i> “I cut the meat with knife.”	Glory be to Allah = <i>MahaSuci Allah</i>	Are we really going to go? = <i>Jadiga' kitapergi?</i>

As Table 4.2 shows, the English materials closely relate to English Conversation program. The vocabularies taught to students are the name of things in daily life, particularly the things surrounding the students at the boarding school environment. Then, wise words are also often used in Islamic boarding schools notably in learning Islamic knowledge. Not to mention, common expressions such as giving statement, requesting, questioning, etc. are taught as well to make students able to communicate in English. These materials are covered in the master book so that either teachers or OSWAH can prepare the English materials straightforwardly. Sometimes, however, the materials in the master book need to be adapted and developed. In this case, the administrator of English Conversation program revealed that to make the English materials more attractive, adaptation and development are necessary. She says,

*“Pedoman pemberian materi mengacu pada buku induk, tetapi disini ustadzah harus berinovasi sendiri semenarik mungkin bagaimana penyampaian kepada santri terkait materi yang akan diajarkan.”* [The rule in providing materials refer to the master book, however the teachers must be innovative in terms of delivering the materials that will be taught to the students]. (I/Administrator)

In addition to the English materials presented above, *Al Mawaddah 2* Islamic Boarding School also supplements the materials with a pocket book (Doc/SR). The pocket book consists of explanation and examples of tenses in English. The concepts of English tenses are explained in Indonesian language to make students easier in understanding them. In addition to the concepts, the pocket book also provides examples of sentences either positive, negative, and interrogative sentences of each tenses.

All things considered, the results indicate that *Al Mawaddah 2* Islamic Boarding School has implemented a thoughtful plan for English Conversation program. Prior to implementing the program, the teachers in collaboration with OSWAH prepare the lesson plan. In creating the lesson plan, they use, adapt, and develop English materials taken from the master book. Besides, the students are also accompanied with a pocket book to facilitate their learning. To summarize the process of preparing English Conversation program, Figure 4.1 provides the hierarchy.

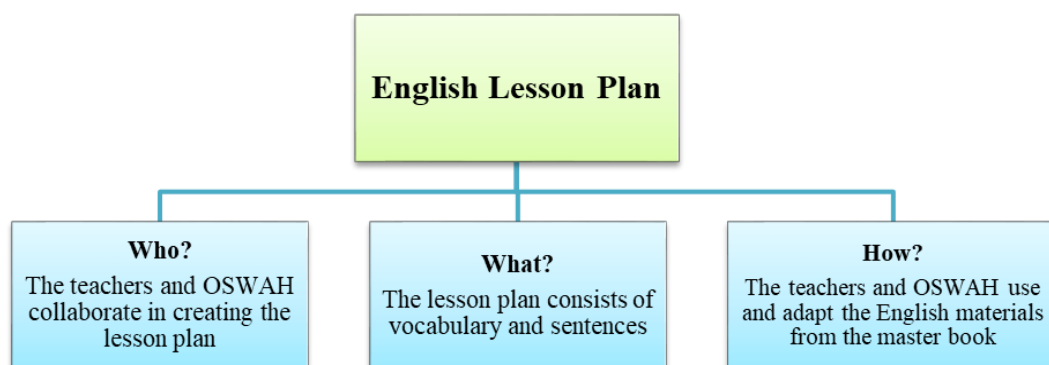


Figure 4.1. The Hierarchy of English Lesson Plan Creation

## 2. The Implementation of English Conversation Program

While the first research question discovers the preparation for English Conversation program, the second research question seeks to investigate how the program is implemented. To begin with, English Conversation program is executed twice a day. The administrator says,

*“Penyampaian materi dilakukan pada pagi dan malam hari. Pagi hari dilakukan setelah sholat shubuh dan malam tepatnya 30 menit setelah sholat isya”* [Delivery of materials is conducted in the morning and evening. In the morning, it is performed after Shubuh prayer, while in the evening the program starts after Isya prayer, precisely 30 minutes after the prayer].

On a daily basis, the material mainly concentrates on vocabulary. In each class, vocabulary will be taught by the students (member of OSWAH) involved in language department. The administrator demonstrates how vocabulary is taught as follows.

*“Pada hari hari biasa, pemberian materi hanya berupa penambahan vocab. Disini penyampaian materi akan diberikan oleh pihak OSIS (kebahasaan) dimasing-masing kelas. Penyampai materi/ kosa kata sudah ditunjuk langsung (santri pilihan). Jadi disetiap kelas disediakan papan yang nanti akan ditulis materi/vocab apa yang akan disampaikan kepada para santri lain”* [In regular days, the activity is only vocabulary enrichment. It will be conducted by the students of language department in each class. Those who deliver the vocabulary are selected. Therefore, there is a board in each class to write the vocabulary that will be delivered to other students]. (I/Administrator).

As mentioned by the administrator, vocabulary practice is managed by OSWAH. The member of OSWAH confirms,

*“Untuk pemberian materi kita memberikannya pagi selepas sholat shubuh dan malam hari selepas sholat isya’ berupa percakapan, 2 vocab atau 2 kosa kata sehari”* [We provide the materials in the morning after Shubuh prayer and in the evening after Isya prayer, that is, 2 vocabulary for each day]. (I/Student)

The first and foremost ability dealing with vocabulary is spelling. The administrator explained that the student (member of OSWAH) who is in charge of delivering vocabulary will write one word on the board. Then, he/she will ask other students to spell the word. At first, the word is written without the meaning. After the students are able to spell the word, they will be guided in understanding the meaning of the word through a sentence. In this context, context clue technique is applied. For example, the students learn a word “avoid.” To

understand the meaning, the instructor will not directly give the meaning. Instead, he/she will provide a sentence. For instance, “*We have to avoid Covid-19 by using mask.*” This way, the students will be guided in making educated guess. From the sentence, they will know the meaning of the word from the other words that come after “avoid”: “Covid-19” and “mask.” After making educated guess, the instructor will provide the meaning of the word.

In addition to vocabulary learning, the students learn common expressions. This program is established by the boarding school to improve the students’ conversational skill. This program is run before the students go to sleep. To run this program, the students in one room are gathered. There will be two instructors for this activity. The first instructor standing in the right will say an incorrect sentence, for example, “*Water nya kok finish,sih.*” Meanwhile, the second instructor standing in the left will say a correct sentence, for instance, “*The water is running out.*” The students will then be asked to choose which sentence is correct. Once they select the correct sentence, they will say the sentence together. This activity is to make students familiar with grammar and structure. In line with this description, the member of OSWAH discloses the practice of common expression activities.

*“Common Expression yaitu pembenaran bahasa. Yang merupakan program dari pondok yang dilakukan sebelum tidur biasanya dilakukan dilapangan (melihat situasi) durasi waktu sekitar 5-10 menit”* [Common expression is (an activity of) correcting language use. It is a program of the boarding school held before the rest time. It is usually performed in the field (situational) during 5-10 minutes]. (I/Student)



By performing common expression activity that focuses on language accuracy, the students will be able to make conversation by using correct grammar and structure. In line with this, one of the teachers said that one of the uniqueness of English lesson in Al Mawaddah is the emphasis of grammar in conversation. The teacher reveals,

*“Yang menjadi pembeda diantara pondok-pondok lain terkait English Conversation tentang penekanan grammarnya. Kalau dipondok lain penekanan grammar tidak terlalu diutamakan, jadi asal mengemukakan saja. Sedangkan disini penekanannya pada Grammar.”* [What differs this boarding school from other boarding schools dealing with English Conversation is the emphasis on grammar. In other boarding schools, grammar is not the main focus; thus, (students) just speak. Meanwhile, the concentration here is grammar]. (I/Teacher)

In addition to regular conversation program, the boarding school also implements a weekly program held on Tuesday and Friday. This activity still relates to conversation, yet it covers more materials including vocabulary, common expressions, and wise words, etc. The students will practice making conversation with their partners. In this activity, the OSWAH members are also in charge of controlling the running of conversation. Then, they will report the result of conversation activity to the teachers. The member of OSWAH clarifies,

*“Untuk pemberian materi mingguan khusus hari Selasa dan Jum’at ada conversation, dan pada hari itu kita menyampaikan materi campuran seperti vocabulary, common expression, wise word, dll.”* [For the weekly program on Tuesday and Friday, there is a conversation practice, and we deliver some materials such as vocabulary, common expression, wise word, etc.] (I/Student)

The combination of daily and weekly activities for learning and practicing English clearly provide a space for students to improve their English skills. Unlike

conventional schools which only provide specific periods for English lesson, the students at Al Mawaddah<sup>2</sup> are facilitated not only to learn but also to practice English in daily lives. What is more, the boarding school also has other programs to intensify English practice. OSWAH unveiled that there is another weekly program and annual program at Al Mawaddah 2 as explained below.

*“Setiap 1 minggu sekali ada pembelajaran/ekstrakurikuler seperti speech, debate, dll. Setiap tahun kita (juga) ada pecan bahasa, lomba – lomba kebahasaan didalam maupun luar pondok”* [Once a week there are *extracurricular* activities such as speech, debate, etc. Each year we (also) organize language fair and competitions either inside or outside of the boarding school]. (I/Student)

With a lot of programs, *Al Mawaddah 2* Islamic Boarding School becomes an example of how to make effective English programs. The goal is no longer to teach or learn the concepts of English, yet it greatly focuses on how to make students able to use English in communication and get used to it. It involves not only skills but also motivation and self-confidence. In summary, Figure 4.2 depicts the implementation of English Conversation programs at *Al Mawaddah 2*.

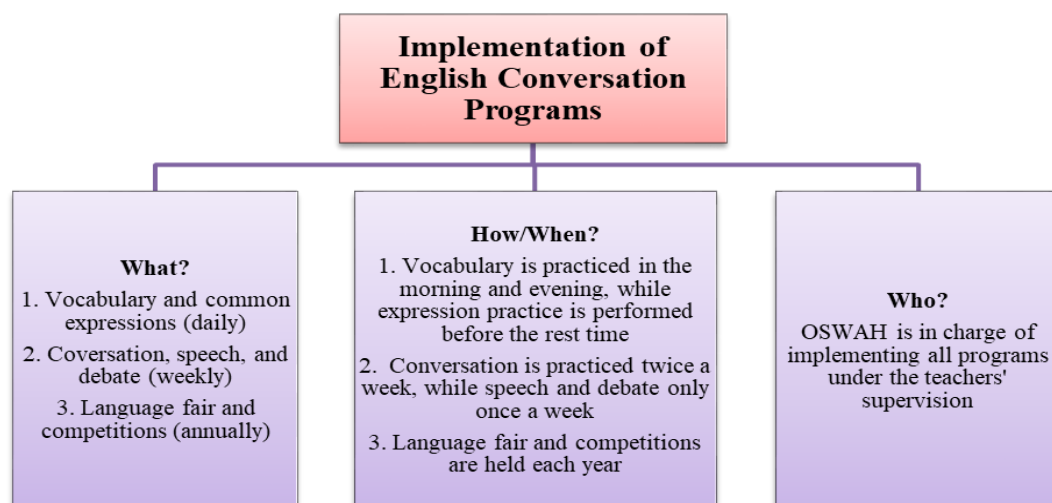


Figure 4.2. English Conversation Programs at Al Mawaddah 2 Islamic Boarding School

### 3. The Evaluation of English Conversation Programs

A crucial aspect of a program is evaluation. It is used to determine whether the target is achieved. In English Conversation programs at Al Mawaddah Islamic Boarding School, the administrator implements both ongoing evaluation and outcome evaluation.

#### a. Ongoing Evaluation

In conducting ongoing evaluation, the boarding school applies a scheduled oral test. In this test, the students must perform conversation in 30 minutes. There are two or three teachers who evaluate the students' performance in conversation. The member of OSWAH explains,

*“Melakukan conversation selama 30 menit (ujian lisan) pengujinya 2-3 ustadzah, dilakukan per kelompok dan sudah terjadwal”* [Making conversation in 30 minutes (oral test) evaluated by 2-3 teachers. It is conducted in groups and has been scheduled]. (I/Student)

Besides, the teachers assigns OSWAH to observe the students' English use. If there are students who make mistakes in conversation, OSWAH will make notes consisting of name, class, mistake, correction, partner, date, and place. The notes will then be submitted to language department in the afternoon. Figure 4.3 depicts the sample of the students' mistake notes (Doc/MN)

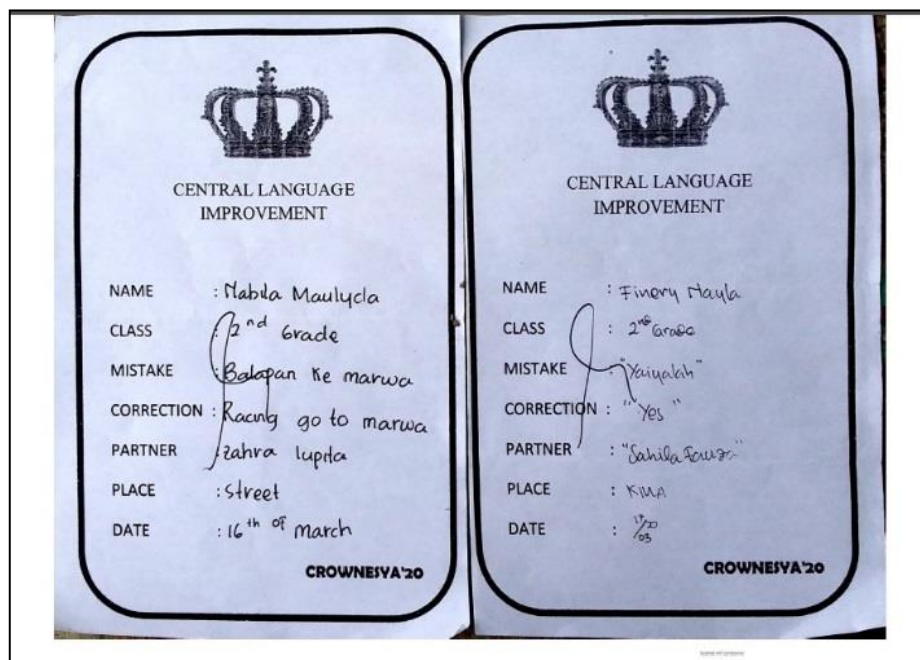


Figure 4.3. The Students' Mistake Notes

As depicted in Figure 4.3, the students are clearly disciplined in using English, reflected from the detailed notes of their recognizable mistakes, that is, totally using Indonesian language. Consequently, those who make mistakes will get punishment points. The points will be given to the students if they speak totally using Javanese or Indonesian language. Figure 4.4 illustrates the notes of students' mistakes and the points.

NO	Name	Class	Mistakes	Correction	Point	Score
1.	Sepia Iro	4	Siapa to Jane?	Wait a minute	30	
2.	Lu'lu' Mckun	3P	You punya ngg?	Do you have?	20	
3.	Sony Indri	2	Mau' ndak bisa bajak		20	
4.	Peribatu Rahma		gar ada? efek sana ya gar ada		20	
5.	Mangshi Ansh	2	Them O' sudah selesai	What please? Have done	30	
6.	Dhanyatal Ekawati		laimana to? // Ayo	How is...? // Come on	20	
7.	Ara Oktaviana		kecewanya	Bathed	10	
8.	Liana Bella		teror	Wait a moment	20	
9.	Rahmania Roudhotul		Mau' selam	Wait to greet	15	
10.	Nurita Maulana		Belasari ke Marua	Racing to Marua	15	
11.	Thany Naila		Ingatlah!	et course!	20	
12.	Melisyah		ternyata ngomong ngomong	The sister makes sleepy	20	
13.	Sindu Adhikary		lucuk diori	hard to find!	20	
14.	Sofia Fauza		Ngak mau	Don't know	20	
15.	Syariah Nabila	1P	Tau ngak kangen am ya?	Don't you miss me?	20	
16.	Nirida Nurita		Dia lah ndak mana	where is she?	20	
17.	Amur Rahma		Ayo to temanin am dulu	Let's accompany me first	15	
18.	Erish Mayang		gak kox	None!	20	
19.	Erish Mayang		Omek. P. Rhet!	Wow- You're the opportunity of Ricket!	20	
20.	Riva dwi	1	Ini segar to // Am to?	is it fresh? // what?	20	
21.	Florentina Indah		udah dah	Enough!	20	
22.	Nama Rupa	1	Bismillah ukhanya?	where is the sister?	20	
23.	Carrollina		Jangan lebay dah!	Don't be lower!	15	
24.	Anggun Putri		lanang	Boy	30	
25.	Eka Apriks		Ty Ann of suka	Sister (Alike)	20	
26.	Mayah Anika		duluan	You're first!	20	
27.	Safira Sana		Tadi dipinjam	Just now borrowed	20	
28.	Sandra Magrith		Apa ih	what's that?	20	
29.	Kanti Nisa		tinggal busane doang!	Don't leave!	15	
30.	Mahmud Ailin		Mak Bawa to	Bring Do you bring?	20	
31.	Rita Anggoro		Ini aja to	only this	20	
32.	Nama Inorah		Dik' mmm/Seputan gila to		30	
33.	Nama Inorah		Buk' ngapain to/What for		20	
34.	Nama Inorah		aku ke suarti			
35.	Nama Inorah		aku to, ga ada yg jemput			
36.	Nama Inorah		you kalmur to suarta!			

Figure 4.4. The Notes of Students' Mistakes

As illustrated in Figure 4.4, the highest point is 30, and the lowest point is 10. 30-point is given if the students use totally use Javanese language or mix the language (Javanese and Indonesian). The lower points are given depending on the level of mistakes. OSWAH explains,

*"Pemberian sanksi kepada santri yang melakukan pelanggaran tergantung berat tidaknya kesalahan. Besar kecil kesalahan tersebut akan ditentukan oleh poin, kadar point kisaran 10-30"* [The punishment to the students who committed mistakes depend on the level of the mistakes. The level of mistakes will be determined by points, ranging from 10-30]. (I/Student)

Dealing with grammar, it is strictly applied in conversation when they are in the third year. For beginners, grammar mistake is not an infraction. They will be forgiven if their grammar has not yet accurate. As long as the students use English in conversation, they will not receive any punishment although their accuracy still needs to be improved.

As a consequence of committing mistakes, *Al Mawaddah 2* applies some types of punishment. As previously mentioned, there are some levels of mistake indicated from the points. The more mistake they make, the higher points they have, and the harder the punishment they will receive. The administrator explains some types of punishment in *Al Mawaddah 2* Islamic Boarding School.

*“Wujud sanksi bermacam-macam diantaranya menghafal materi/surah, bersih-bersih (ro'an), tergantung tingkat kesalahan. Kesalahan terberat apabila pengucapan menggunakan bahasa Jawa. Disini sanksi berupa sanksi yang mendidik”* [The punishment vary types such as learning the material/surah by heart, doing the cleaning, depending on the mistake level. The biggest mistake is when students use Javanese language. In this case, educated punishment will be given]. (I/Administrator)

OSWAH confirms the administrator's explanation as follows.

*“Untuk harian bermacam-macam, seperti memikul kamus bahasa (tebal), mengelili lapangan dengan mengucapkan common expression, menghafal surah pendek, menghafal nahwu/sharaf, bersih-bersih, dsb.”* [The daily punishment varies from holding a thick dictionary, going around the field by saying common expression, memorizing short surah and nahwu/sharaf, doing the cleaning, etc.]. (I/Student)

By establishing the rule of giving daily punishment, the students will be accustomed to using English in daily conversation. This is a good policy of the boarding school in implementing English Conversation programs. Thanks to the excellent cooperation between the teachers and OSWAH, the students' language use at *Al Mawaddah 2* is well controlled.

## **b. Outcome Evaluation**

Dealing with outcome evaluation of English Conversation program, the boarding school often selects some students to participate in English competitions.

It is noted that the students of *Al Mawaddah 2* participated in debate and speech competitions. Some great achievements they earned include the winner of debate competition in 2018, the winner of speech competition in 2019, the winner of English speech competition, etc. These achievements are made possible thanks to the implementation of English Conversation programs.

Each year, there is a reward for the best and the worst students. The reward is awarded for what they have achieved in English programs. The students are usually brought to *Penataran Temple* or *Tomb of Bung Karno*. In those recreational places, the rewards will be announced. This reward is certainly given to motivate students to maintain and improve their achievement.

Once a year, there is an event known as Language Fair organized by *Al Mawadah 2*. In this event, some English competitions are held to evaluate the students' English skills. The students who become the winners of the English competitions will be appointed as the representatives of *Al Mawaddah 2* whenever there is a local, regional, or national English competition. Regarding the evaluation of English programs at *Al Mawaddah 2*, Figure 4.5 simplifies the findings.

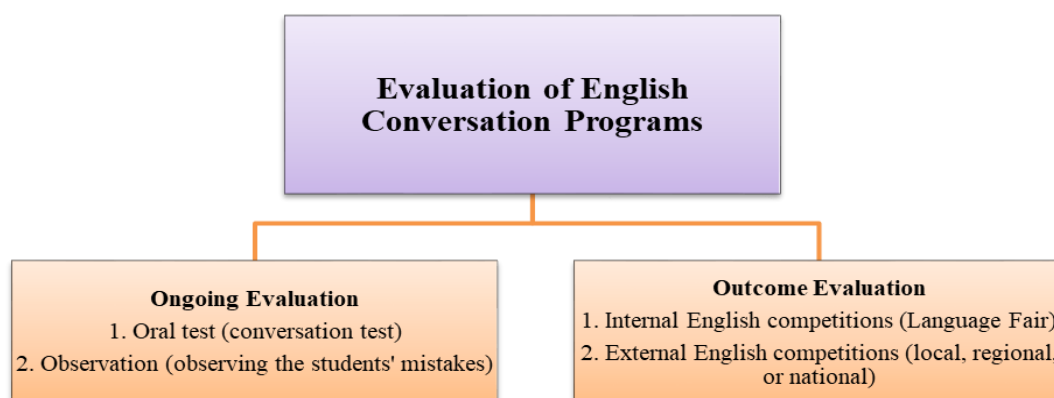


Figure 4.5. Evaluation of English Conversation Programs

To better understand the results of this research, Table 4.6 briefly demonstrates findings arising from research questions.

Table 4.1. Issues Arising from Research Questions

Research Questions	Key Findings
1. How is the teachers' preparation of English Conversation at <i>Al Mawaddah 2</i> Islamic Boarding School?	<ul style="list-style-type: none"> <li>a. Creating one-sheet lesson plan called English lesson</li> <li>b. Using and adapting the materials from the master book covering vocabulary, wise words, and common expressions</li> <li>c. Involving the Student Organization (OSWAH) in preparing the materials</li> </ul>
2. How is the teachers' implementation of English Conversation at <i>Al Mawaddah 2</i> Islamic Boarding School?	<ul style="list-style-type: none"> <li>a. Vocabulary, sentences, and common expressions are practiced every day</li> <li>b. Conversation practice is conducted twice a week</li> <li>c. Speech and debate practices are practiced only once a week</li> <li>d. Language Fair and competitions are held each year</li> </ul>
3. How is the teachers' evaluation in implementing English Conversation at <i>Al Mawaddah 2</i> Islamic Boarding School?	<ul style="list-style-type: none"> <li>a. Conducting a scheduled oral test</li> <li>b. Assigning OSWAH to observe the students' language use</li> <li>c. Arranging internal English competitions in Language Fair event</li> <li>d. Participating the students in external English competitions</li> </ul>